DOCUMENT RESUME

ED 359 302 UD 029 338

AUTHOR Zilversmit, Arthur
TITLE Changing Schools: Progressive Education Theory and Practice, 1930-1960.
REPORT NO ISBN-0-226-98330-7
PUB DATE 93
NOTE 264p.
AVAILABLE FROM University of Chicago Press, Book Orders, 5801 South Ellis Avenue, Chicago, IL 60637-1496 (cloth--ISBN-0-226-98329-3).
PUB TYPE Books (010) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Educational Change; Educational History; Educational Practices; Educational Theories; Elementary Education; Elementary Schools; Humanistic Education; Population Trends; *Progressive Education; *School Districts; United States History; *Urban Schools
IDENTIFIERS Cold War; *Illinois (Chicago); *Reform Efforts

ABSTRACT

Whether or not progressive educational practices are commonplace in American schools is explored, moving between descriptions of progressive education at the national level and close studies of several local school systems in the Chicago (Illinois) area. The focus is on elementary schools. The first half of the book centers on progressivism in the 1930s, when its influence was at its height, and the second section concentrates on the post World War II period, when progressivism was on the defensive. Chapter 1 defines progressive education, largely centered on the thinking of John Dewey. Chapter 2 examines several school systems that adopted progressive principles, and Chapter 3 assesses the impact of progressivism on classrooms in the 1930s. Chapter 4 is centered on Chicago area school systems in the 1930s. Chapters 5 and 6 focus on the impact of the baby boom and the Cold War on American schools, while Chapters 7 and 8 consider education in the suburbs and in "Middle America." The implications of this study for education reform are examined in the last chapter. Six tables present data about these educational trends. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****